Description of Options

(Learning Environment)

Advanced Placement Courses

Advanced Placement Courses offer students an opportunity to study one or more college level courses while still in high school and receive college credit.

Continuous Progress

Continuous progress allows a student to progress at his/her own pace. This requires a high level of independence and self-motivation as the student moves ahead whenever mastery of content and skills is demonstrated.

Cross-Age Grouping

Multi-aged students are periodically grouped within a school by interests or performance.

Cross-Grade Grouping

Students may receive instruction at a higher level with another group of students in a higher grade.

Distance Learning Courses

Students are allowed to take courses via satellite when appropriate, providing opportunities that would not otherwise be available.

Dual Enrollment

The proximity of a college or university, scheduling flexibility, and cooperation between the college and the public school can form the basis for dual or joint enrollment. This allows a student to be enrolled in college courses while still in high school. The student is responsible for the cost of the course(s) and the transportation to and from the course, but receives college and high school credit for successfully completed college work.

Enrichment Grouping

Students are clustered within the classroom or across classrooms. Special assignments and enrichment or extension activities that supplement the regular content are used to differentiate the curriculum for gifted students. This could include team teaching within the regular classroom or small group instruction by the regular teacher or resource teacher in the resource room.

Grade Acceleration

Students move ahead one or more years, skipping the normal grade level sequences. This is appropriate only if a student has shown mastery of all the content and skills required by the N.C. Standard Course of Study at the grade level to be skipped.

Heterogeneous Grouping

Students are grouped according to grade level in a regular classroom that is intended to meet the needs of the majority of students in a particular grade level or content area.

Honors Courses

Honors courses are advanced courses that cover the standard curriculum, but are designed to help students develop knowledge at an advanced level. Grouping may not be limited to identified gifted students, but may include other high achievers.

In-Class Flexible Grouping

Students in the regular class are assigned to a small group for instruction. These groups may be heterogeneously or homogeneously grouped according to skill or interest level. This grouping would be flexible and fit the instructional purpose.

Internship

Generally occurring outside of the classroom setting, internships allow a student to be supervised by a specialist in the community or school who is an expert in the particular area of student interest. Any travel and costs must be borne by the student

Resource Class

Gifted students leave their regular classrooms for specified periods of time to work on activities that may extend the regular curriculum and may focus on specific process skills such as critical and creative thinking, research skills, and independent and small group investigations.

Resource Support

The teacher of the gifted works with the regular classroom teacher providing ideas, materials, and other resources

Subject Grouping

Students are grouped for specific subjects based on their ability and performance. Grouping may not be limited to identified gifted students, but may include other high achievers (i.e. Algebra in Eighth Grade).

Description of Options

(Content Modification)

Advanced Content

Content covered in specific courses or classes is at an advanced level. Course/subject objectives go beyond standard content.

Computer-Based Instruction and Telecommunication

This may be used to enrich the curriculum with challenging thinking, problem-solving, and decision-making skills, as well as remediate specific skill deficits.

Contracts

Learning contracts are agreements made between teacher and student that allow students to work independently on either accelerated or enriched materials related to a unit of study.

Curriculum Compacting

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills (Reis and Renzulli, 1985)

Differentiated Instructional Units

These units incorporate individual learning abilities and different levels of content and skills.

Independent Study

Students displaying content mastery and having a special interest may contract with the teacher for an independent study project. This works best for students who are self-directed, have strong interests, and who have a clear idea of what they would like to investigate. The teacher serves as a resource person and meets periodically with the student to assess progress. Independent study may also be used at the secondary level as a course in which students work independently and come together periodically to share experiences in a seminar.

Individualized Program

Each student is carefully assessed and follows an individualized instructional program. Students continue to participate in regular class activities while still having opportunities to work independently on higher level tasks or areas of interest.

Learning Centers

Students may self-select centers or have assigned work stations on a rotating basis for individual or group work.

Mastery Learning Units

Teachers design units of instruction having enrichment activities which students may pursue once they have demonstrated mastery (85%) of the basic material. Reinforcement activities are also designed for students needing additional work or performing below mastery. The units are “learner based”, but “teacher paced” which allows teachers to appropriately pace the instruction for the entire class for an extended period of time (a marking period) and yet provide differentiation and an incentive for high performance. By “testing out,” students gain access to the enrichment activities. In a team situation, teachers might alternate groups, one taking the “reinforcement group” and one the “enrichment group” and then switch groups the second marking period. At the end of each unit, everyone begins again at the same place. In this way, enrichment and reinforcement groups remain flexible.)

Remediation Services

Gifted students also identified LD or those from diverse socio-economic backgrounds may have gaps in some specific skills, and remediation services can aid schools in meeting these students’ needs.

Telescoped Content

Courses that are usually scheduled for a semester or year are compacted into an abbreviated time. Since the content is simply covered at a faster pace, the course scope and sequence do not have to be altered. This makes it easy to implement since no additional materials are needed.

Thematic Units

Thematic units deal with information from various disciplines that is integrated under a broad-based theme such as conflict, power, patterns, etc. Because it provides the opportunity to deal with content at a highly abstract level of sophistication, it is an appropriate way to modify curriculum for gifted students.

Tiered Assignments

The teacher uses different levels of activities within a class to accommodate the needs and prior knowledge level of the student. Students may explore basically the same content but at different levels of complexity.